

INTERACTIVE AND DIALOGIC READING: OBSERVING AND REFLECTING ON CLASSROOM PRACTICE

Purpose	Coaches can use this tool to structure their classroom observations and feedback regarding teachers' reading instruction practices. Teachers can also use this as a self-reflection to examine their current practices.
Materials	None
Media	None
Topic	Preschool Language and Literacy
Practice	Use Interactive and Dialogic Reading

Interactive and Dialogic Reading: Observing and Reflecting on Classroom Practice

Coaches can use this tool to focus classroom observations and structure discussions during feedback conferences. The coach should schedule a series of classroom observations and meet with the teacher before the observations to review the lesson plan(s) for the skill objectives taught. Keep in mind that teachers will not use all strategies at one time. At the end of each observation, write a brief summary about what was observed and note any suggestions for improvement that you plan to discuss with the teacher.

Teaching staff can use this checklist to reflect on current practice and consider ways to improve their use of interactive and dialogic reading strategies.

Note: This tool is based on the experiences of Early Reading First programs, including the Tempe Early Reading First Partnership.

Teacher Name: _____

Coach/Mentor Name: _____

Date/Time of Observation: _____

- ☐ Observation 1
- ☐ Observation 2
- ☐ Observation 3

Interactive and Dialogic Reading	Observed	Not Observed	Comments
1. Teaching objectives for interactive and dialogic reading are specified on daily and weekly lesson plans.			
2. Lesson plans specify when target vocabulary words and language phrases will be taught in conjunction with story reading.			

Interactive and Dialogic Reading	Observed	Not Observed	Comments
3. Lesson plans include activities that explicitly teach target vocabulary words and language phrases during the week (<i>refer to the Vocabulary Teaching Planner for Books artifact from the Tempe Early Reading First Partnership</i>).			
4. The teacher has pre-read the book, identified target vocabulary, and developed questions corresponding to the story/theme.			
5. The teacher uses the appropriate types of questions at each level of dialogic reading.			
6. The teachers use the PEER sequence. (Indicate the number of instances observed): _____ Prompts the child to say something about the book _____ Evaluates the response _____ Expands the child's response by rephrasing and adding information _____ Repeats the prompt to make sure the child has learned from the expansion			
7. The teachers use the CROWD prompts. (Indicate the number of instances observed): _____ Completion prompts _____ Recall prompts _____ Open-ended prompts _____ Wh- prompts (what, where, when, why, how) _____ Distancing prompts			

Interactive and Dialogic Reading	Observed	Not Observed	Comments
8. The teacher uses expression and voice to make the story come alive for the children.			
9. Children are active learners, involved and engaged in the story being presented.			
10. The children are given sufficient time (pause) to respond to questions/prompts. (Indicate the number of instances observed)			
11. The children are asked to tell and re-tell the story.			
12. The teacher models the use of new vocabulary words or language phrases during and after reading the story. (Indicate the number of instances observed and list the vocabulary words or language phrase)			
13. The teacher encourages children to use newly taught vocabulary words and language phrases during interactive/dialogic reading and afterwards during other classroom activities. (Indicate the number of instances observed and list the vocabulary words or language phrase)			

Planning for Improvement	
Observation Summary:	

Suggestions for Improvement: